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ABSTRACT

Materials are provided for a 2- to 3-day workshop for different school constituencies to establish direction, focus, and long-range goals for a school system. The workshop is also intended to help clarify and foster a working relationship between the board of education and the administrative staff that will include definition of individual roles as well as the role of each group. Question-answer worksheets for participants' comments are provided for use in discussion sessions concerning: role conflict between boards and administrators; perceptions of public schools; descriptions of the school system, now and in 5 years; ranking of board actions; ranking of the role of schools; ranking of a superintendent by degrees of authority; and an exercise that matches priority needs against available resources. Also included is a Goals Workbook consisting of the 1983-84 goal statements and objectives of Kanawha County Schools, West Virginia, to be used for review. (MLF)

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HOW TO DO LONG-RANG PLANNING AND GOAL SETTING

(Revised August 1984)

Edward R. Lakey

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Kanawha County Schools
Charleston, West Virginia

Materials presented at the conference of the West Virginia School Boards Association, Snowshoe, WV, October 14-16, 1984.

EA 017 336

A TWO TO THREE DAY WORKSHOP TO ESTABLISH THE DIRECTION,

FOCUS AND LONG-RANGE PLANNING FOR A SCHOOL SYSTEM

Actions of the Board of Education, the Superintendent and staff define and control the mission and direction of a school system. When such actions are not undertaken as a joint effort by all, the outcome can be fragmented, resulting in a lack of focus or direction and long-range planning for the system.

The workshop as designed herein provides the opportunity for different constituencies of the school system to engage in a variety of activities which will allow individuals to define their views of services, problems and needs, individual goals, and long-range goals for the school system. It will also help clarify and foster a working relationship between the Board of Education and the administrative staff which will include definition of individual roles as well as the role of each group. Priority needs will be matched against available resources and positions on major issues in education will be developed. Accomplishing these steps in the process will provide the basis for long-range planning.

The workshop allows sufficient flexibility to individual members of the group to permit the correlation of personal views with the goals set by the group and to identify specific topics to be brought before the group. Upon completion of two or three days of intensive exchange of ideas, each person should have a better understanding of the school system and his/her role within the organization. A part of this understanding will be clear direction concerning immediate and long-range responsibilities, duties and goals.

ERL/bje
August 29, 1984

Activities	Notes
Share objectives of session with board member.	Pass out sheet with objectives listed.
Set expectations for session.	
Individually board members identify what they expect to learn from the session.	
Share in round robin fashion.	Put on newsprints and hang in the room.
	At the end of two-day session review the objectives and and expectation to see if they have been fulfilled.
Activity I	
Pass out Perceptions: Part I -- board member fill out the sheet individually.	
Share individual responses to Part I.	
Perceptions: Part II	
Pass out this sheet and ask group to arrive at and consensus statement for each question.	May need to explain what consensus is. The group may have difficulty arriving at consensus.
	This could be a good opportunity to discuss the fact that each board member has different views and ideas and sometimes it takes a great deal to reach consensus while on other matters consensus may not be reached.

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Break	
Activity II: Definition	Pass out sheet.
Ask board members to write out their own definition for each of the words listed. (10 to 15 minutes)	
Ask board members to share their definition.	How are they the same. How they are different.
Activity III: Review of financial status of school system for a three-year period	
Lunch	
Activity IV: 1984 Goals and Objectives	Pass out booklet explaining what different people will be doing through the 1984-1985 school year.
Activity V: Role Conflict	Activity designed to help board member understand differences between the role of board and administration.
Break	
Activity VI: Viewing Our Schools	
Pass out Part I (allow 10 minutes)	
Board members share their viewpoints.	Put major ideas on newsprint.
Pass out Part II (allow 10 minutes)	
Share in round robin fashion (5 minutes)	Put major ideas on newsprint.

Pass out Part III - ask board members to compare the 2 lists (Part I and Part II) to answer first question.	Should begin to see some difference which would suggest a direction for for future needs to blend this with present objectives.

Activities	Notes
Activity VII: Board Actions	
Pass out Part I	Give board member about 10-15 minutes to complete individually. New board member may have more difficulty in completing these questions but should try to answer based on what they know. (Put in groups of four each)
Pass out Part II	Board members complete individually
Allow small groups to discuss individual responses to Part I & Part II	
Large group discussions about what they found as a result of this activity. (15 minutes)	
Case Studies	
	Case studies developed by board members.
Activity VIII: Issues	
Pass out sheet and allow members to look at each issue statement and discuss implications to district.	The implications should include staffing, time to develop, involvement of staff, cost.
Lunch	
Activity IX: Continuum	
Pass out sheet and ask board members to place themselves on one or the other end of each continuum.	

Activity X: Decision-Making

Pass out sheet and ask each board member to individually complete by placing an (x) in the appropriate box.

Total Group Discussion

Go through each and ask why they placed the (x) where they did.

Break

Activity XI: Using Scarce Resources

ACTIVITY ----------

PERCEPTIONS: OUR PUBLIC SCHOOLS

PART I

Directions: Individually respond to each of the following questions.

1. What do you think public education will look like by the year 2000?

_____

_____

2. Our kindergarten students of this year (1984) will be 24 years of age when we enter the 21st century. On a scale of 1 to 10 (1 = low; 10 = high), how would you rate the school in preparing students today for a future tomorrow?

Rating_____ Why?_____

_____

_____

3. For what purpose, in your opinion, did our forefathers in this country establish public schools?

_____

_____

_____

4. What purpose do you see public schools serving today?

_____

_____

_____

5. Is your response different to question #4 than to question #3? Yes_____

No_____ Why different/same?_____

_____

_____

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_____

_____

_____

7. Is your response to question #6 different than your response to question #5 or #3? Yes_____ No_____

Why different/same?_____

_____

_____

ACTIVITY----------

PERCEPTIONS. OUR PUBLIC SCHOOLS

Part II

Directions: Discuss each question and try to arrive at a group consensus for questions 1, 2, 3, 4 and 5.

1. Public education in 2000 (Consensus Statement)

2. Kindergarten Students (Consensus Statement)

3. Role of public schools (past)

4. Role of public schools (present)

5. Role of public schools (future)

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ACTIVITY ----------

DEFINITIONS

Listed below are common terms used in education, yet people have different views of what these terms mean. Next to each term, write your definition.

1. Management _____

_____

2. Administration _____

_____

3. Leadership _____

_____

4. Management Team _____

_____

5. Decision-Making _____

_____

6. Policy Development _____

_____

7. Community Relations _____

_____

ACTIVITY ---------- ROLE CONFLICT

In education, the roles for boards of education and administration sometimes overlap even though a board of education is expected to set policy while the adminiministration is to implement the policy.

1. How do you feel about this statement?

_____

_____

_____

2. Why do you think there may be a gray area between what the board and administration see as their roles?

_____

_____

_____

3. How would you suggest reducing the gray area and thereby reducing role conflict and role ambiguity?

_____

_____

_____

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ACTIVITY ----------

VIEWING OUR SCHOOLS

Part I

How would you describe the Kanawha County Schools to someone who has just moved here (objectively)?

ACTIVITY ----------

VIEWING OUR SCHOOLS

Part II

What would you like the Kanawha County Schools to be like in five years?

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ACTIVITY

VIEWING OUR SCHOOLS

Part III

What differences are there between what our schools are like today and what you would like them to be in five years?

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ACTIVITY ----------

BOARD ACTIONS

Part I

1. What do you feel are the five most important items/issues/areas a board of education should be about?

   Most Important 1. _____

   2. _____

   3. _____

   4. _____

   Least Important 5. _____

2. As you look back over the past four years or so, what five items have you found require a significant amount of the board's time and consideration? (List in rank order).

   Most Time 1. _____

   2. _____

   3. _____

   4. _____

   Least Time 5. _____

3. Because of the amount of time consumed by those items above, what five items do you feel should receive more attention but usually do not because of time limitations? (List in rank order).

   Most Important 1. _____

   2. _____

   3. _____

   4. _____

   5. _____

1. Over the past four years, what do you feel are the five most important actions the board has taken? (Rank order).

Most Important

1. _____

2. _____

3. _____

4. _____

Least Important

5. _____

BOARD ACTION

Part II

Discussion Questions

1. How many of the items listed in question #1 are found on your list in question #2?

2. How many of the items that you listed in question #1 are found on your list in question #3?

3. How many of the items that you listed in question #1 are found on your list in question #4?

4. What does this tell us?

ACTIVITY ISSUES----------

What do you think the following issues or events will do to Kanawha County Schools?

1. The new standards being adopted by universities that require entering freshman to have completed four years of English and three years of social studies, science, foreign language, and mathematics for unconditional acceptance into a 4-year college or university.

2. State standards to be adopted this spring that may require each system to implement some form of minimum standards.

3. State funding formula that could be changed which would in effect mean that money that Kanawha County residents have raised through local levies would be used to equalize the educational dollars throughout the state.

4.

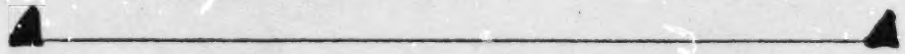
ACTIVITY CONTINUUM ----------

CHOICES

Direction: Below are several areas in which there is disagreement about the role of schools. For each set, circle the pole you feel your beliefs most closely match.

1. The purpose of school is to -----

"Preserve our Heritage" "Help Society Change & Improve"

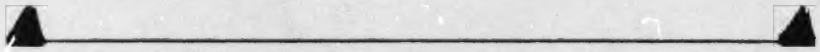


Reason for Choice: _____

_____

2. Schools should encourage --

"Cooperation" "Competition"

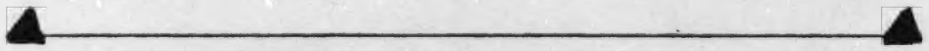


Reason for Choice: _____

_____

3. Schools should --

"Concentrate on the Basics" "Allow Students to Explore Many Areas"



Reason for Choice: _____

_____

4. Teaching is --

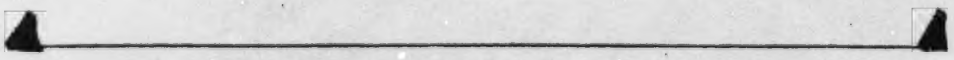
"An Art" "A Science"

Reason for Choice: _____

_____

5. Students should have --

"A Set Curriculum" "Choices in Their Curriculum"

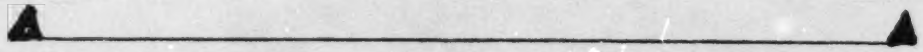


Reason for Choice: _____

6. Schools should --

"Set standards that will allow all to achieve"

"Set standards that only some will achieve"



Reason for Choice: _____

_____

DEGREES OF AUTHORITY					
I	II	III	IV	V	
Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).	Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.	Superintendent has authority to implement or act only with prior approval of the Board.	Superintendent may be asked for recommendations, but decision or direction comes from the Board.	Superintendent seldom, if ever, participates in making these decisions.	
					1. Put a new program in mathematics into the system's curriculum in several of the schools.
					2. Have students meet with teachers for considering curriculum changes.
					3. Approve a staff request for a foreign-made brand of tape recorder that has not been used in the system prior to this time.
					4. Establish an additional class rather than increase size of existing classes.
					5. Determine how many teachers will be assigned to each school (within a total budget amount).
					6. Establish salaries for administrators (based on approved budget appropriation).
					7. Formulate and publish administrative regulations to implement Board policy on what kind of student organizations and clubs will be permitted in the system.
					8. Retain a "negotiator" to represent the system.
					9. Send a principal to a 3-day leadership conference on school time and at system expense.
					10. Notify a nontenured teacher that unless improvement is made, action will be taken to terminate his services.
					11. Temporarily remove a principal from his position, for arriving at "Back-to-School" night under the influence of alcohol until an investigation is made.

X = Decision is placed here

DEGREES OF AUTHORITY					
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					12. Implement a new process for evaluating teachers for contract renewal purposes.
					13. Designate the administrative representatives for the negotiation process.
					14. Suspend a bus driver for two weeks due to repeated violations of safety regulations.
					15. Retain a consultant for inservice training of all custodial staff of the system.
					16. Establish level of building cleanliness to be maintained in the system.
					17. Decide how the money is to be allocated between various budget categories (e.g., how much for teachers, teacher aides, clerks, equipment, supplies, grounds, etc.) within a total amount acceptable to the board.
					18. Decide not to seek restitution from a student apprehended breaking windows at a school.
					19. Recommend budget transfers from one series to another during the fiscal year, without changing total expenditures.
					20. Respond to Association Grievance at initial step.
					21. Identify areas in master agreement which need to be improved for next negotiating session.
					22. Involve individuals in school system in revising policies that affect them.

DEGREES OF AUTHORITY					
I	II	III	IV	V	
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					23. Develop organizational structure for administration.
					24. Develop job description for administrative personnel and set yearly goals with them.

(Compliments of Diablo Unified School District)

Activity ----------

USING SCARCE RESOURCES

Most schools face the problem of determining which programs or items should receive priority. Generally there are more items and programs that require funding than funds available; therefore, choices and priorities must be made. This exercise is designed to gain an understanding of the many needs within the district and the cost associated with these needs.

You have different color chips which you may use to fund any of the following items. Next to each item is a cost for that item. If you want to fund that particular item you must pay the chips required (not less).

CHIP VALUES

Blue - Highest value

Red

Green

Yellow - Lowest value

1 Blue Chip = 2 Red Chips

1 Blue Chip = 4 Green Chips

1 Blue Chip - 20 Yellow Chips

1 Red Chip - 2 Green Chips

1 Red Chip = 10 Yellow Chips

1 Green Chip = 5 Yellow Chips

8 Blue	8 x 8 = 64
8 Red	8 x 8 = 64
10 Green	10 x 8 = 80
10 Yellow	10 x 8 = 80

5% salary Increase for classified 1 Blue	7% salary Increase for classified 1 Blue 1 Green 2 Yellow	9% salary increase for classified 1 Blue 3 Green 1 Yellow	Program Evaluation 2 Green	Purchase Textbooks 4 Yellow
5.6% salary increase for certified 4 Blue 1 Red 1 Green	7.2% salary increase for certified 6 Blue 1 Red	9.8% salary increase for certified 8 Blue 1 Green	Middle School Extended Project (2 resource persons). 1 Red	Increase Middle School Staff by 3 2 Red
Tutor to help high school students 1 Red	Elementary Guidance 1 per building 2 Red	Increase high school staff by 3 3 Green	Staff development 1 Green	Computer for high school and management services. 1 Blue
Nurses (increase by 3½) 2 Red	Elementary Extended Projects Program (3.5 Resource persons) 2 Red	Kanawha County Schools renovation 1 Red	Purchase micro-computers 1 Green 1 Yellow	Fringe Benefits 2 Blue

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Ten (10) points seems best for both the Individual work (page 17) and the Team Work (page 18). Ten points allows seven (7) rating combinations:

	5	5	5	5	5	5	5
	5	4	3	3	2	2	1
		1	2	1	2	1	1
				1	1	1	1
						1	1
							1
# Goals	2	3	3	4	4	5	6

"Ten" yields one six (6) goal combination, but it allows for more discrimination among goals than nine (9).

SETTING A DIRECTION

KANAWHA COUNTY SCHOOL SYSTEM

AUGUST 1984

Revised Standard Version

Goals Workbook

PARTICIPANT

SETTING A DIRECTION

Workshop Purposes

* To Establish Goals & Objectives to Guide the Kanawha County School System

* To Work Through A Goal-Setting Process Which May Have Application to the Building Level

* To Seek Ways to Improve the Goal Setting Process

* To Develop Strategies for Communicating to Others the Importance of Achieving These Goals

About Goals & Objectives

WHAT MAKES A GOOD GOAL?

Identifies an important need that cannot be met without a collective effort

Has commitment from a lot of people

Has time line for planning

Includes estimate of cost

Has some ideas for evaluating

WHERE DO SCHOOL SYSTEM GOALS COME FROM?

From unit objectives

From individuals participating in the goal-setting process

From groups of people participating in the goal-setting process

From unachieved goals and objectives from the previous year

From ideas developed by well-known educators

WHO IS INVOLVED IN SETTING GOALS FOR KANAWHA COUNTY SCHOOLS?

Everyone who contributed to a unit objective

School Board members

Administrators

A select group of teachers from each school and KTA officers

Classified employee supervisors

Parents and Citizens

REVIEW LESSON

Please review the following goal statements and objectives from last year in order to gain an appreciation for the direction this school system had during the 1983-84 school year. During the goal-setting session we will review the extent to which these goals and objectives were achieved.

1983-84 System Goals & Objectives

GOAL: To provide a quality program of instruction through which all students will have the opportunity to reach their maximum potential.

1. To write the following Programs of Studies: Elementary -- Reading, Spelling, English, Writing, and Physical Education; Secondary -- English, Driver Education, Health, and Physical Education.

2. To continue academic monitoring at grade one and to expand the process to grade two.

3. To implement a program of aesthetic experiences for students in grades K-12 which will provide extended exposure to the arts.

4. To incorporate vocational skills into the instruction of each subject area as Programs of Studies are revised.

5. To continue the review and evaluation of curriculum delivery models (i.e., gifted, special education, chapter one and instrumental music).

6. To finalize the scope sequence chart for elementary computer science and computer literacy.

GOAL: To provide an effective and comprehensive planning management system.

1. To implement and evaluate the County management plan.

2. To determine and report the progress of programs and projects (central office and building levels) in meeting their objectives (i.e., product evaluation).

3. To conduct/help others (i.e., all Divisions and schools) conduct needs assessment evaluation and research as a means of establishing priorities and making decisions.

REVIEW LESSON

4. To demonstrate ways that evaluation, needs assessment, research and planning can help school employees and subsequently students.

5. To help central office administrators, principals and teachers make better use (improve programs and help students) of test scores (e.g., Test Utilization Plan).

6. To develop a Management Information System that will provide for coordination, collection, approval, and dissemination of all data based reports.

7. To develop and maintain a process for the review of all committee functions/objectives prior to its formation.

8. To develop and implement a comprehensive administrative staff training program through which information can be provided to school and Central Office administrators on management skills, new educational advances, strategies and researches and other relevant topics.

9. To provide an Educational Technology Laboratory for Kanawha County Schools personnel within the Central Office complex offering instruction in the use of the micro-computer and other emerging educational technology formats.

10. To place in operation an issues identification and management system by which to forecast and give focus to emerging trends which might affect local educational directions.

11. To develop and implement a comprehensive media utilization program which sets direction and determines priority for the school system's participation in current and emerging technologies.

12. To implement a critical television viewing skills unit that will be presented to all students for one hour daily during a six-week period of time.

13. To provide technical assistance in the planning and implementation of an instructional program for non-English students enrolled in Kanawha County Schools.

14. To implement a long range systemwide plan for technological literacy relating to computers and other technology applications, and which will provide a focus for learning as well as support for instruction, accountability for student achievement, and direction for administrative functions of the school system.

15. To design and implement an annual evaluation program for all instructional programs in county schools.

REVIEW LESSON

GOAL: To provide a comprehensive and effective system of school-community communications and public relations.

1. There will exist a PAC/PTA in every elementary and secondary school.
2. On a space available basis school facilities will be open for school related parent groups.
3. School facilities will be made available on a rental basis to non-profit organizations outside the school community.
4. Every elementary and secondary school will provide a monthly school newsletter.
5. To develop a brochure/flyer and slide tape program for the purpose of recruiting, career programs and general personnel and public information.
6. To develop guidelines to implement and subsequently pilot and evaluate four Kanawha County Schools' "Invest in a School" programs.
7. To develop, coordinate and implement an annual communications and school system information program.
8. To design and maintain a system for providing strategic school system information to the Legislature and for securing information for all school personnel on issues and bills before the Legislature which have a direct influence on education.
9. To develop and subsequently implement and evaluate a model for producing special and regular project/program publications within identified priorities.
10. To conduct a comprehensive study to determine present/future mail processing and communications needs.

GOAL: To provide a balanced budget based upon available revenue which reflects the philosophy and priorities of the school system.

1. To expand and refine a system of fiscal management to better meet the needs of purchasing, payroll, fiscal control and investment practices.
2. To establish programs to reflect the planned educational improvement within revenue available.
3. To establish budget priorities according to the annual management plan.

REVIEW LESSON

GOAL: To provide a high quality staff which is sufficient to deliver instruction and services.

1. To staff grades 1-6 in all schools at a 24 to 1 ratio based on the total enrollment in grades 1-6.

2. To staff kindergartens in all schools at a 20 to 1 ratio based on the total kindergarten enrollment.

3. To staff secondary schools with adequate staff, within the staffing pattern, to offer the curriculum and program of studies as established by Kanawha County Schools.

4. Develop a plan to place athletic trainers in each secondary school sponsoring a football team or other program.

5. To increase the number of school bus operators receiving the "School Bus Operators Safety Certificate" by ten percent.

6. To increase the number of school bus operators receiving the "National Safety Council Safe Driver Award" by ten percent.

7. To increase the number of school bus operators participating in the "Kanawha County School Bus Rodeo" by twenty percent.

8. To provide inservice for all cooks in the identified areas.

9. To provide management training sessions for cafeteria managers and head cooks on a monthly basis.

10. To provide four training sessions for each Cook I and II to update skills.

11. To complete a needs assessment to determine skills service personnel need (cook/custodian).

12. To develop programs tailored to the discrepancies in the specific service areas.

13. To design continuing education programs that carry with them college credit and additional endorsements.

14. To provide a one-day inservice for <u>all</u> new employees to explain school policies/regulations, etc.

15. To determine data on applicants for employment and current Kanawha County Schools employees which need to be collected, stored and maintained in an easily accessible format.

16. To recruit qualified applicants in areas of need.

REVIEW LESSON

17. To develop a process through which subject matter specialists may become involved in the pre-selection screening of applicants.

18. To provide a minimum of $50.00 per month raise based on individual contract period for all employees during the 1983-84 school year.

19. To develop a workshop for all principals on teacher evaluation to be provided on two non-consecutive workdays in not less than each high school attendance area.

20. Develop and implement a one-day workshop to improve work performance of substitute teachers.

21. To design continuing education programs that carry with them college credit and additional endorsements.

GOAL: To provide administrative procedures, policies and organizational structures for the delivery of staff and services to all schools.

1. To develop long range plans for staffing grades 1-6 in all schools at a 20 to 1 ratio based on the total enrollment in grades 1-6.

2. Every elementary and secondary school will have a minimum of one faculty meeting per month.

3. Each secondary school should have a minimum of one department meeting each month.

4. To develop and publish on a quarterly basis, a document designed to inform all employees of changes in laws, policies, regulations pertaining to employment.

5. To monitor 50% of service personnel positions in order to determine employee compliance with laws, policies, regulations and job description.

6. To investigate various computer systems and determine the most effective system for maintaining and retrieving employee information and data.

GOAL: To provide operational services, facilities, equipment and materials to support educational programs.

1. To develop a comprehensive energy conservation plan for the 1980's.

2. To develop an energy policy to effect a comprehensive energy plan for the 1980's.

REVIEW LESSON

3. To maintain energy efficient systems and appliances according to Board standards.

4. To assess school facilities to determine if thermal quality standards as outlined in the energy policy are being met.

5. To process purchase orders for bid items within 21 working days and for non-bid items within 7 days, given additional staff and equipment.

6. To have warehouse requisitions ready to be filled within 5 working days, given additional equipment.

7. To improve security of warehouse stock, given additional fencing and partitions.

8. To process insurance claims from schools within 5 working days, given additional personnel.

9. To screen contacts against annual purchase orders, given additional personnel.

10. To maintain a catalog and publications file, given additional personnel.

11. To assure safe and efficient facilities exist at all school plants with the assistance of operation requests as submitted by the school principals.

12. To develop an effective preventive maintenance program through increased maintenance staff, revised custodial job descriptions and/or employment of personnel with proper mechanical abilities.

13. To reduce health and safety citations identified by the State Fire Marshal and the Kanawha-Charleston Health Department, given additional staff and monies.

14. To reduce the operations request backlog by 20 percent, given additional staffing.

15. To develop a safety conscious work force by encouraging each employee to abide by rules and regulations and looking after the safety of his fellow workers.

16. To improve conservation of supplies, materials and energy consumption by encouraging each employee in the school system to: conserve energy in Board facilities; conserve energy in Board vehicles; prevent waste through proper use of materials for maintenance and supplies for office, custodial and curriculum; use proper purchasing procedures; use good judgment in ordering supplies; and, maintain efficient vehicle routing.

REVIEW LESSON

17. To provide and maintain safe and efficient transportation for all students.

18. To reduce the average number of defects per bus found by the State Inspector to one or less. (A full-time Coordinator of Transportation is needed.)

19. To reduce the total transit time for exceptional students over the limit by an average of 10 minutes per student. (A full-time Coordinator or Supervisor is needed.)

20. To reduce the number of emergency purchase orders by 25 percent as compared to the number used during the 1981-82 school year (from 1626 to 1219).

21. To obtain the necessary funds needed to replace 12 to 15 additional buses so that buses can be replaced on an eight-year cycle. An eight-year cycle has been determined by the State Department to be cost effective as well as improve safety.

22. To establish storage areas or facilities in two of the five remaining terminals that do not have adequate storage.

23. To develop a micro-computer inventory and maintenance record system at one of the bus garages on a pilot basis.

24. To re-group by year model providing a 10 percent reduction in the number of different parts in stock at each terminal that would be needed.

25. To increase the average miles per gallon traveled by Kanawha County Schools by 5 percent to 4.994 mpg.

26. To purchase and establish a two-way communication system for a terminal and all school buses maintained by that terminal.

27. To establish an adequate facility for a year-round body shop and employ two full-time body mechanics.

28. To provide food services to meet the nutritional needs of the students.

29. To provide satellite meals in 50 percent of the eligible schools.

30. To develop a system whereby schools will be able to maintain lunch counts by a computerized system which will be compatible with the school system.

31. To provide for visits by administrative staff to schools to help with management, bookkeeping and production problems for food service programs on a regular and systematic basis.

REVIEW LESSON

32. To establish a central location for reporting all accidents and safety violations which occur within the school system.

33. To analyze data pertaining to accidents and safety violations and to subsequently develop a plan to reduce the number of incidents.

(Take a Two Minute Break)

Unit Objectives

Now review the areas in which various schools and administrative departments and offices have set "unit" objectives for the coming year. This review should assist you in understanding in a general way what each individual unit will be working towards.

REVIEW LESSON

Seven Cardinal Principles

The original cardinal principles were developed by a distinguished panel in cooperation with the National Education Association. The revised Cardinal Principles represent new emphasis and re-direction on nationwide basis.

1. Provide for health and safety of children
2. Command of fundamental processes
3. Worthy family membership
4. Vocation skills and concepts
5. Civic education and development of "superior citizenship"
6. Worthy use of leisure
7. Ethical character

HOMEWORK ASSIGNMENT

Part 1

Using the information you gained from the "Review Lesson" and your own experiences, please write down in goal statement form three goals you believe will meet significant needs for the Kanawha County School System. (What an opportunity!) Write each goal statement in the space below. Remember a goal must be directed toward meeting an important need that cannot be met without a collective effort.

EXAMPLE: GOAL 1: TO PROVIDE PROGRAMS TO MEET THE SPECIAL NEEDS OF STUDENTS

Your Ideas

GOAL STATEMENT 1. _____

_____

_____

GOAL STATEMENT 2. _____

_____

_____

GOAL STATEMENT 3. _____

_____

_____

HOMEWORK ASSIGNMENT

Part 2

Now that you have identified broad goals which you feel are important for all of us in the system, please identify the specific objectives you believe would enable us to achieve these. Try to write your objectives using an action verb, an end product and a time frame.

EXAMPLE: GOAL 1: TO PROVIDE PROGRAMS TO MEET THE SPECIAL NEEDS OF STUDENTS

OBJECTIVE 1: TO DEVELOP AN EXTENDED PROJECT/ PROGRAM IN EVERY SCHOOL BY SEPTEMBER 1984

MY GOAL STATEMENT 1

OBJECTIVES 1. _____

2. _____

3. _____

MY GOAL STATEMENT 2

OBJECTIVES 1. _____

2. _____

3. _____

MY GOAL STATEMENT 3

OBJECTIVES 1. _____

2. _____

3. _____

TEAM WORK SMALL GROUP

Group_____ Leader _____

Recorder _____

TASK 1 Each member of the group will share his/her goals for the school district (from Homework Assignment). Write these goals below.

		I	G
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		
6.	_____		
7.	_____		
8.	_____		
9.	_____		
10.	_____		
11.	_____		
12.	_____		
13.	_____		
14.	_____		
15.	_____		
16.	_____		
17.	_____		
18.	_____		

	I	G
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		

TASK 2 Now consolidate, if possible, similar goals into a single goal statement form. Eliminate duplicates from your list.

TASK 3 Next on your own, classify each goal as a "top-half" goal (T) or a "bottom-half" goal (B) based on how important you feel the goal is for the system. If you believe the goal is very important, place a "T" in the box to the right. Remember the number of "top-half" goals must equal half of all goals.

TASK 4 Now do this same classification for each goal as a group. Record concensus opinion in box to far right.

TASK 5 Finally, as a group set further priorities by reducing the group's "top-half" goals to <u>five</u>. Record top five goals below.

1. _____
2. _____
3. _____
4. _____
5. _____

INDIVIDUAL WORK

STEP 1 List below the priority goals identified by all groups.

STEP 2 Now give each goal a preliminary rating on a scale from 1 to 5 where 5 indicates a goal is very important to you for the system and 1 indicates a goal is relatively unimportant. Do this now, and add the point values given to the various goals.

STEP 3 Now adjust the points awarded to each goal so that the total point values equal [10] points. Be sure at least one goal is ranked 5. More than one may be rated 5.

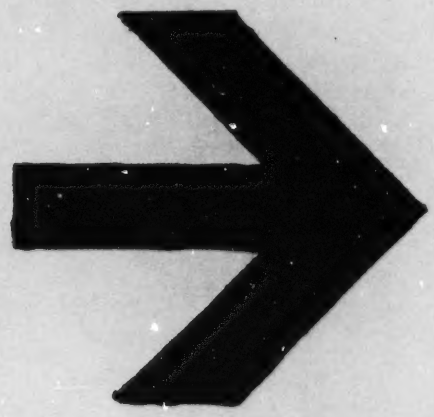
	Goal	Preliminary Rating	Final Rating
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
	46 **Total**		

TEAM WORK SMALL GROUP

STEP 1. Group leader assigns each member a letter to identify his/her ratings in chart on next page. Then leader records ratings on each goal from each member of the group.

STEP 2. Now working together average each of the goal ratings by totaling the ratings of every member of the group and dividing by the number in your group. Record average in space provided.

STEP 3. Now through discussion among group members adjust the points awarded to each goal so that the total point values equal ____ points. Be sure at least one goal is ranked 5. More than one may be rated 5. A-1 ratings must be in whole numbers. Record final rating in space provided.



TOTAL SUMMARY SHEET

GOALS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	

TEAM REPORTS

Each team reports to large group the number of points awarded to each goal. Record team figures and total points awarded each goal.

Goal	Points By Teams				Total Points
	1	2	3	4	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					

FINAL GOALS

The goals for the Kanawha County School System listed below have been derived through a group concensus process involving board members, administrators, teachers, and classified employees. They're committed to working together in achieving these goals during the 1984-85 school year.

1

2

3

4

5

?

?

TEAM WORK SMALL GROUP

Objectives

Now that we have developed our priority goals, it's important to identify the most effective ways to accomplish them. Now please develop at least five objectives for achieving our priority goals.

GOAL 1'S OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

TEAM WORK SMALL GROUP Obj. Cont.

GOAL 2's OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

TEAM WORK SMALL GROUP Obj. Cont.

GOAL 3's OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

TEAM WORK SMALL GROUP Obj. Cont.

GOAL 4'S OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

TEAM WORK SMALL GROUP Obj. Cont.

GOAL 5's OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

TEAM WORK SMALL GROUP Obj. Cont.

GOAL ?'S OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

COMMUNICATING

Small groups will brainstorm ways to communicate to staff, parents, and citizens our goals and objectives for this school year. Include both building level and district-wide ideas.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

HERE'S WHAT I'M PERSONALLY GOING TO DO TO COMMUNICATE OUR GOALS:

1. _____

2. _____

EVALUATION

In small groups, brainstorm ways to improve the school system's goal-setting process.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.